

**GEOGRAPHY FINAL COURSE OUTLINE: FALL 2018**  
**GEOGRAPHY 429**  
**H(3-0)**

**Tourism, Recreation and Environmental Management**

Section	Days	Times	Location
LECO1	MoWeFr	14:00 – 14:50	ES 319

Instructor: Dianne Draper	Office: ES 910
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***The emergency evacuation assembly point for all classes taught Earth Sciences is ICT Food Court.***

**Official Course Description:**

Issues in tourism, recreation and environmental management in urban and rural settings: sustainable tourism: cultural and heritage tourism; adventure and eco-tourism; parks and green spaces. Uses case studies and original research opportunities.

**Course Content:**

This course focuses on exploring the complexities, characteristics, benefits and challenges associated with the tourism industry. Global growth in tourism and recreational activities has highlighted the fact that tourism is a force for change around the world. This course examines the range of tourism effects, the need to ensure effective stewardship and sustainability of the high quality natural and cultural resources on which tourism depends, and considers how the social, economic and environmental effects of tourists on the environments they visit can be managed effectively. Students will have opportunity to conduct research relating to sustainable tourism issues at the local scale.

**Course Learning Outcomes**

The Department of Geography is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes to which they contribute, and the expected level of achievement.

Course Learning Outcomes	PLO(s)*	Level(s)**
By the end of this course, students will be expected to:		
• list the major characteristics and effects of global tourism development	1, 2	2
• explain the effects tourism has on local environments and communities	1, 2	2
• apply principles of environmental stewardship to tourism development	3, 4	2
• investigate sustainability elements of tourism development	3, 4	2
• assess the extent to which tourism contributes to climate change	2, 5	2
• generate recommendations to enhance sustainability in tourism	5, 7	3
• participate actively in classroom discussion and activities	7, 8	3
• contribute productively to their research group	7, 8	3

*\*PLOs = Program Learning Outcomes: 1 = reflect and communicate diverse human-environment perspectives, 2 = identify and explain human-environment processes, 3 = implement sampling, data collection, analyses and communication methods, 4 = analyze spatial and temporal aspects of human-environment systems, 5 = employ knowledge, arguments, and methodologies for solving human-environment problems, 6 = evaluate geospatial data and manipulate it to create cartographic products, 7 = communicate geographic concepts using oral, written, graphic, and cartographic modes, and 8 = demonstrate literacy skills.*

*\*\*Levels: 1 = Introductory, 2 = Intermediate, and 3 = Advanced.*

**Prerequisite:**

Geography 321

**Learning Resources:**

Required readings will be identified in class; with copyright permission, many will be made available through D2L. Students are expected to read widely and in depth for assignments.

Recommended: Northey, M., Draper, D., and Knight, D.B. 2015. *Making Sense in Geography and Environmental Sciences: a student's guide to research and writing*. Sixth edition. Don Mills: Oxford University Press. [Note: a copy has been placed in the Geography Collections Room, ES457, for your use]

**Grading (Weighting)**

<b>Evaluation Components</b>	<b>Value</b>	<b>Due Date (2018)</b>
<b>A. SEMINARS and PRESENTATIONS (research teams)</b>		
1. Sustainable tourism literature: global and local sustainability challenges*	15%	October 3, 5
2. Sustainable tourism literature: local case(s) and opportunities for sustainability [individual reviews contribute to group]*	15%	November 5, 7, 9
3. Sustainable tourism: presentations of research projects	15%	December 3, 5, 7
<b>B. TEAM RESEARCH PROJECT: "Critically Assessing the Challenges and Opportunities in Achieving Local Sustainable Tourism"</b>		
Components (total value 15%, comprised of * items):		
1. Initial statement of research problem or question	*3%	September 17
2. Initial statement of research objectives	*3%	September 28
3. Work plan (major milestones; Gantt chart)	*2%	October 1
4. Initial statement of research methodology	*3%	October 10
5. Final literature review (in final report, separate grade) 6. Complete written project report (contains all above components, revised as suggested, plus data collection, analysis, findings, recommendations, bibliography)	*4%	December 10
	30%	December 10
<b>C. Participation and Professional Behaviour</b>	10%	ongoing

\* please see separate Seminar descriptions

The course evaluation is based on the assignments completed during the term, which includes written assignments, presentation of work and meaningful participation in discussions. There is no final exam for this course. Students must obtain an overall passing grade to pass this course.

**Grading System**

96 – 100	A+	77 – 80	B	59 – 61	C-
90 – 95	A	71 – 76	B-	55 – 58	D+
86 – 89	A-	65 – 70	C+	50 – 54	D
81 – 85	B+	62 – 64	C	0 – 49	F

**Human Subjects**

Students in this course may participate as researchers in research involving human subjects, but only after the Arts Faculty Ethics Board gives approval. Students whose research topic may require human participation must seek approval from the instructor prior to any interaction with potential respondents, following which ethics approval will be sought through the Arts Faculty.

**Supplementary Fees**

Not Applicable.

*For additional detailed course information posted by the instructor, visit the course Desire2Learn page online at <https://d2l.ucalgary.ca/d2l/home>.*

**SUPPLEMENTAL INFORMATION****Writing across the Curriculum**

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The university supports the belief that throughout their university careers students should be taught how to write well, so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their university courses and, where appropriate, faculty members can and should consider quality of writing as a factor in the evaluation of student work.

The services provided by Writing Support Services can be utilized by all undergraduate and graduate students who feel they require further assistance: [www.ucalgary.ca/ssc/writing\\_support/overview](http://www.ucalgary.ca/ssc/writing_support/overview).

**Academic Accommodations**

It is the student's responsibility to request academic accommodations, according to the university policies and procedures listed in the University Calendar.

The student accommodation policy can be found at: [www.ucalgary.ca/access/accommodations/policy](http://www.ucalgary.ca/access/accommodations/policy). Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: [www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf).

Students needing an accommodation based on a protected ground other than disability should communicate this need, preferably in writing, to the Department Head (email: [geograph@ucalgary.ca](mailto:geograph@ucalgary.ca)).

**Principles of Conduct**

The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: [www.ucalgary.ca/pubs/calendar/current/k.html](http://www.ucalgary.ca/pubs/calendar/current/k.html).

### **Plagiarism, Cheating, and Student Misconduct**

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at: [www.ucalgary.ca/pubs/calendar/current/k-3.html](http://www.ucalgary.ca/pubs/calendar/current/k-3.html). Often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are (1) presenting another student's work as your own, (2) presenting an author's work or ideas as your own without adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined in the calendar at: [www.ucalgary.ca/pubs/calendar/current/k-5.html](http://www.ucalgary.ca/pubs/calendar/current/k-5.html).

### **Internet and electronic communication device information:**

There is no restriction on the use of laptops and tablets in class if they are used to take notes or find information relevant to the class, and if there is no disturbance or distraction of other students or the instructor. Phones must be turned off during class, unless you have previously identified yourself to the instructor as a health care or law enforcement professional. The use of any calculators and/or devices during examinations will be allowed.

### **Freedom of Information and Protection of Privacy**

Freedom of Information and Protection of Privacy (FOIP) legislation in Alberta disallows the practice of having students retrieve assignments from a public place, such as outside an instructor's office, the department office, etc. Term assignments will be returned to students individually, during class or during the instructor's office hours; if students are unable to pick up their assignments from the instructor, they must provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

### **Posting of Grades and Picking-up of Assignments**

Graded assignments will be returned by the instructor or teaching assistant personally during schedule lecture or laboratory periods, unless they are made available electronically through the course D2L webpage. Grades and assignments will not be available at the Department of Geography's main office.

### **Faculty of Arts Program Advising and Student Information Resources**

Have a question, but not sure where to start? The Faculty of Arts Students Centre is your information resource for everything in Arts! Drop in at SS 102, call us at 403-220-3580, or email us at [ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca). You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>, which provides detailed information about common academic concerns.

For guidance on course registration (add, drop, swap), information about paying fees, and assistance with your Student Centre, contact Enrolment Services at 403-210-7625 or visit them at the MacKimmie Block.

### **Contact Information for Student and Faculty Representation**

- SU VP Academic Phone: 220-3911 and e-mail: [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca)
- SU Faculty Rep. Phone: 220-3913 and e-mail: [arts1@ucalgary.ca](mailto:arts1@ucalgary.ca)

- The students ombudsman office information can be found at: [www.ucalgary.ca/ombuds/](http://www.ucalgary.ca/ombuds/)

### **Wellness and Mental Health Resources**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness, and academic success and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the mental health resources available throughout the university community, such as counselling, self-help resources, peer support, or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

### **Campus Safewalk**

Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day, to any location on Campus, including the LRT station, parking lots, bus zones, and university residences. Contact Campus Security at 220-5333 or use a help phone, and Safewalkers or a Campus Security officer will accompany you to your campus destination.

### **USRI Surveys**

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses ([www.ucalgary.ca/usri](http://www.ucalgary.ca/usri)). Your responses make a difference, so please participate in USRI surveys.